**K-5 Math Lesson Plan**

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| **Teacher: Santoro/Muire** | | | **Grade:1** | | | **Date(s)**: Day 1 |
| **Unit Title:**  Unit 1: Count to 120 | | | | **Corresponding Unit Task: Task 1** | | |
| **Essential Question(s):** | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**  **Gallon and quart size bags, Large bags for items up to 120 (labeled for teacher)** | | **Student:**  **Pencil and recording sheet for each student** | | | **Tens, ones, bundles left-over, groups, digit, counting on, one digit number and two digit number** | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards: 1 NBT .1 and 1 NBT.2a** | | | | | |
| **I can Statement(s): I can count from 1 to 120.**  **I can count on from a given number to another given number.**  **I can write from 1 to 120. I can count objects up to 120. I can make bundles of ten.** | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  Read book | | | | | |
| **Teacher Directed: Model counting objects from a gallon bag. Then, model how to put the items in groups of tens. Put a group of ten in each of the small bags provided. Do this until all the objects are placed in a small bag. How many small bags did we make? How many in all? Note: The large bags have items only in multiples of 10, with no ones left over.** | | | | | |
| **Guided Practice: Students are put into groups to practice counting and placing objects from the large bag into the small bags. They will be identifying how many bundles of ten their large bag had. Do this several times in their groups.** | | | | | |
| **Independent Practice: Student will then practice the skill individually in a center.** | | | | | |
| **Closing/Summarizing Strategy:** | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
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| **Assessment(s):** | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |